

Australian vocational education and training statistics

# Government-funded students and courses

January to March 2016



National Centre for Vocational Education Research

## Highlights

In the first three months to 31 March 2016, there were 629 700 students enrolled in the government-funded vocational education and training (VET) system. This is defined as Commonwealth and state/territory government-funded training delivered by TAFE and other government, community education and other registered providers.

There was a 4.7% decline in the number of students undertaking government-funded training in the first three months of 2016 compared with the corresponding period in 2015.

- In the three months to 31 March 2016, students in the government-funded VET system comprised:
  - 59.0% attending TAFE and other government providers
  - 89.6% enrolled in an Australian Qualifications Framework level program
  - 43.2% studying certificate III programs
  - 18.4% enrolled in engineering and related technologies.
- A total of 1612 training providers delivered government-funded VET in the first three months of 2016, an increase from 1565 in the first three months of 2015.

From 2016, all fee-for-service activity from technical and further education (TAFE) institutes and other government providers has been excluded from the scope of government-funded activity. The revised reporting scope has been applied to the January to March 2015 data.

NB. Quarterly data submissions are cumulative allowing additional data to be reported and previous data corrected. Quarterly data must be interpreted with caution.

© Commonwealth of Australia, 2016



With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <[creativecommons.org/licenses/by/3.0/au](http://creativecommons.org/licenses/by/3.0/au)> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <[creativecommons.org/licenses/by/3.0/legalcode](http://creativecommons.org/licenses/by/3.0/legalcode)>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as NCVER 2016, *Australian vocational education and training statistics: government-funded students and courses – January to March 2016*, NCVER, Adelaide.

This work has been produced by NCVER on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Government Department of Education and Training.

The views and opinions expressed in this document are those of NCVER and do not necessarily reflect the views of the Australian Government or state and territory governments.

ISSN 2205-4391

TD/TNC 125.01

Comments and suggestions regarding this publication are welcomed and should be forwarded to NCVER.

Published by NCVER, ABN 87 007 967 311

Level 11, 33 King William Street, Adelaide SA 5000

PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

Phone +61 8 8230 8400 Fax +61 8 8212 3436

Email [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au) Web <<http://www.ncver.edu.au>> <<http://www.isay.edu.au>>

Follow us:  <<http://twitter.com/ncver>>  <<http://www.linkedin.com/company/ncver>>

# Contents

Introduction	4
More information	4
Students and participation	5
Tables	7
Terms	13
Explanatory notes	15

## Tables

1	Government-funded student characteristics by state or territory, January–March 2016 ('000)	7
2	Government-funded student characteristics, January–March, 2015 and 2016 ('000)	8
3	Government-funded students by major programs and state or territory, January–March 2016 ('000)	9
4	Government-funded students by major programs, January–March, 2015 and 2016 ('000)	10
5	Government-funded students by training provider type and state or territory, January–March 2016 ('000)	11
6	Government-funded students by training provider type, January–March 2015 and 2016 ('000)	11
7	Provider type profile by state or territory, January–March 2016	11
8	Provider type profile, January–March 2015 and 2016	11
9	Summaries of government-funded students and subjects, January–March, 2015 and 2016 ('000)	12

## Introduction

This publication provides a summary of data relating to students, programs, subjects and training providers in Australia's government-funded vocational education and training (VET) system (defined as Commonwealth and state/territory government funded training).

Data for the *Government-funded students and courses* series are received by the National Centre for Vocational Education Research (NCVER) in four cumulative data submissions:

- January to March, submitted in May
- January to June, submitted in August
- January to September, submitted in November
- January to December, submitted in March.

The quarterly data submissions are cumulative, which allows additional data to be reported and also corrections made to previously submitted data.

The data in this publication cover the quarterly period of 1 January to 31 March for 2015 and 2016.

The Australian VET system provides training across a wide range of subject areas and is delivered through a variety of training institutions and enterprises (including to apprentices and trainees).

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full programs that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include technical and further education (TAFE) institutes, universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

Data are presented by the state or territory that administered the funding of the training activity.

## About this publication

This publication is the first released under the revised scope. It only presents data on Australia's government-funded vocational education and training (VET) system, which is defined as:

*Commonwealth and state/territory government-funded training activity delivered by TAFE institutes, other government providers (such as universities), community education providers and other registered training providers.*

No fee-for-service activity is reported in *Government-funded students and courses – January to March 2016*, but will be reported in *Total VET students and courses 2016* to be released in 2017.

Previously reported data for January to March 2015 have been revised and are comparable with the January to March 2016 figures presented here.

This publication is prepared in accordance with the scope definitions outlined in the Explanatory notes section on page 15.

## More information

This is the first time that government-funded data from one quarter is compared with data for the same quarter in the previous year. As the collection and reporting of data on a quarterly basis is relatively new, caution must be used in the interpretation of these data, particularly as some training authorities did not report data for the first three quarters of 2015 (see Data quality and comparability issues on page 16). It will most likely take a few years of quarterly reporting before data submissions stabilise and they can be used as reliable trend indicators of annual training activity.

Data in this publication may be revised for a number of reasons. For the latest data, please visit NCVER's Portal at <<http://www.ncver.edu.au/publications/2876.html>>.

# Students and participation

## Training providers

In the first three months of 2016:

Table 7

- A total of 1612 training providers delivered government-funded VET. They consisted of:
  - 46 TAFE institutes
  - 12 other government providers
  - 255 community education providers
  - 1349 other registered providers.

## Students by training provider

In the first three months of 2016:

Table 6

- There were 629 700 students enrolled in the government-funded VET system. This represents a 4.7% decline compared with the first three months of 2015.
- The government-funded VET system comprised:
  - 59.0% of students enrolled at TAFE and other government providers
  - 4.5% at community education providers
  - 36.1% at other registered providers
  - 0.4% at various provider types.

In the first three months of 2016, compared with the first three months of 2015, students attending:

Table 6

- TAFE and other government providers declined by 7.6%
- Community education providers increased by 1.0%
- Other registered providers declined by 0.2%.

## Students by state/territory

In the first three months of 2016:

Table 1

- New South Wales, with 200 700 students, was the major provider of government-funded VET in Australia, closely followed by Victoria, with 183 200 students, Queensland (111 300), Western Australia (60 500), South Australia (37 600), Tasmania (15 300), the Northern Territory (11 100) and the Australian Capital Territory (10 000).

In the first three months of 2016, compared with the first three months of 2015:

Table 9

- student numbers increased in Northern Territory (14.7% increase), Queensland (6.9% increase), and the Australian Capital Territory (6.0% increase)
- student numbers decreased in Western Australia (2.2% decline), Tasmania (12.0% decline) and Victoria (13.2% decline).
- the comparison of data in South Australia (63.1% increase) and New South Wales (10.5% decline) are affected by data quality and comparability issues, which are outlined in the Explanatory notes section on page 16. These will also impact national reporting comparisons.

## Student characteristics

In the first three months of 2016, government-funded VET students comprised:

Table 2

- 51.9% males
- 23.7% aged 15 to 19 years
- 21.6% aged 20 to 24 years
- 6.1% Indigenous students
- 9.2% students with a disability
- 18.8% of students from non-English speaking backgrounds
- 25.2% apprentices and trainees undertaking off-the-job training, a 5.1% increase compared with the first three months of 2015.

## Students by program

In the first three months of 2016:

- 89.6% of government-funded students were studying Australian Qualifications Framework (AQF) programs *Table 4*
- 80.8% were enrolled in a national training package program
- 43.2% were studying certificate III qualifications
- 16.1% were studying certificate IV qualifications
- Engineering and related technologies was the most popular field of education, with 18.4% of government-funded students, followed by management and commerce, with 13.3%.

## Subjects

In the first three months of 2016, compared with the first three months of 2015, subject enrolments declined by 1.1% to 4 760 000 subjects.

*Table 9*

# Tables

**Table 1 Government-funded student characteristics by state or territory, January–March 2016 ('000)**

Student characteristic	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>Sex</b>									
Males	103.0	92.9	62.5	17.7	32.6	7.5	5.4	5.1	326.6
Females	97.5	89.9	48.3	19.9	27.9	7.8	5.7	4.8	301.7
Not known	0.1	0.4	0.6	0.0	0.0	0.0	0.0	0.1	1.3
<b>Age</b>									
14 years and under	0.1	0.0	0.3	0.0	0.0	-	0.2	-	0.6
15–19 years	50.1	31.1	37.1	6.7	17.4	2.6	2.1	2.0	149.0
20–24 years	41.5	42.9	23.5	7.7	12.2	3.5	2.0	2.8	136.1
25–44 years	71.5	70.3	35.5	15.5	22.3	5.9	4.8	3.8	229.6
45–64 years	34.6	35.3	14.2	7.1	8.2	3.2	2.0	1.3	105.8
65 years and over	2.9	3.5	0.6	0.6	0.4	0.1	0.1	0.1	8.2
Not known	0.0	0.0	0.2	0.0	0.0	0.0	0.0	-	0.3
<b>Indigenous status</b>									
Indigenous	18.2	2.7	7.1	1.3	4.2	0.8	3.6	0.4	38.3
Non-Indigenous	180.7	177.9	94.3	35.8	50.4	14.3	7.5	9.0	569.9
Not known	1.8	2.6	9.9	0.5	5.9	0.2	0.1	0.6	21.5
<b>Disability (including impairment or long-term condition)</b>									
With a disability	22.3	18.6	6.2	4.0	3.6	1.6	0.6	1.1	57.8
Without a disability	175.9	162.1	78.7	33.6	50.1	13.3	10.2	8.9	532.8
Not known	2.5	2.5	26.5	-	6.8	0.4	0.3	0.1	39.0
<b>Language (main language spoken at home)</b>									
Non-English	35.7	51.1	8.7	7.0	10.5	0.9	2.9	1.8	118.6
English	144.9	124.0	90.8	29.4	42.1	14.0	7.6	7.2	460.0
Not known	20.1	8.1	11.9	1.2	7.9	0.4	0.6	1.0	51.0
<b>Apprentice/trainee status</b>									
Apprentices and trainees undertaking off-the-job training	45.3	36.8	37.8	6.6	21.4	5.5	2.6	2.9	158.9
Not apprentices and trainees	155.4	146.4	73.5	31.0	39.1	9.8	8.5	7.0	470.8
<b>Total students</b>	<b>200.7</b>	<b>183.2</b>	<b>111.3</b>	<b>37.6</b>	<b>60.5</b>	<b>15.3</b>	<b>11.1</b>	<b>10.0</b>	<b>629.7</b>

A dash (-) represents a true zero figure, with no data reported in this category.  
Refer to Explanatory notes on pages 15–17 for notes relevant to this table.

**Table 2 Government-funded student characteristics, January–March, 2015 and 2016 ('000)**

Student characteristic	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2015–16 per cent change
<b>Sex</b>			
Males	332.0	326.6	-1.6
Females	328.0	301.7	-8.0
Not known	0.9	1.3	39.6
<b>Age</b>			
14 years and under	0.6	0.6	-11.1
15–19 years	155.2	149.0	-4.0
20–24 years	140.6	136.1	-3.2
25–44 years	245.0	229.6	-6.3
45–64 years	110.4	105.8	-4.2
65 years and over	8.6	8.2	-4.6
Not known	0.5	0.3	-50.0
<b>Indigenous status</b>			
Indigenous	34.7	38.3	10.3
Non-Indigenous	607.7	569.9	-6.2
Not known	18.5	21.5	16.0
<b>Disability (including impairment or long-term condition)</b>			
With a disability	56.1	57.8	3.2
Without a disability	569.7	532.8	-6.5
Not known	35.2	39.0	10.7
<b>Language (main language spoken at home)</b>			
Non-English	120.8	118.6	-1.8
English	501.5	460.0	-8.3
Not known	38.6	51.0	32.2
<b>Apprentice/trainee status</b>			
Apprentices and trainees undertaking off-the-job training	151.2	158.9	5.1
Not apprentices and trainees	509.7	470.8	-7.6
<b>Total students</b>	<b>661.0</b>	<b>629.7</b>	<b>-4.7</b>

Refer to Explanatory notes on pages 15–17 for notes relevant to this table.



**Table 3 Government-funded students by major programs and state or territory, January–March 2016 ('000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
<b>AQF level</b>									
Diploma or higher	17.3	42.6	12.0	8.2	8.3	1.7	0.9	2.1	92.9
Graduate diploma	0.0	0.0	-	0.0	-	0.0	0.0	-	0.1
Graduate certificate	0.0	0.1	-	-	-	-	-	-	0.1
Bachelor degree (Honours & Pass)	-	0.2	0.0	0.1	-	-	-	0.0	0.2
Advanced diploma	0.9	6.5	0.3	1.3	0.8	0.1	0.0	0.2	10.1
Associate degree	-	-	0.0	0.0	0.0	-	-	-	0.0
Diploma	16.3	35.8	11.7	6.8	7.5	1.6	0.8	1.8	82.4
Certificate IV	27.1	39.1	11.1	5.7	12.3	2.0	2.1	1.9	101.4
Certificate III	84.3	66.8	66.2	13.1	24.6	7.3	4.5	5.3	272.0
Certificate II	21.4	13.1	16.7	5.6	10.6	1.8	1.6	0.4	71.2
Certificate I	6.2	8.9	3.8	2.2	3.8	0.8	1.0	0.2	26.7
<i>AQF sub-total</i>	156.3	170.4	109.8	34.8	59.5	13.6	10.1	9.8	564.2
<b>Non-AQF level</b>									
Other recognised programs	27.1	5.8	0.9	1.0	1.1	0.4	0.1	0.1	36.3
Non-award programs	8.2	0.3	0.4	-	-	0.0	-	0.1	9.1
Subject only – no program	9.0	6.7	0.2	1.8	-	1.3	1.0	-	20.1
<i>Non-AQF sub-total</i>	44.3	12.8	1.5	2.8	1.1	1.7	1.1	0.2	65.5
<b>Field of education</b>									
Natural and physical sciences	1.0	1.3	0.6	0.4	0.6	0.1	0.0	0.1	4.1
Information technology	4.7	2.4	1.4	1.1	1.3	0.5	0.1	0.5	11.9
Engineering and related technologies	26.3	31.6	31.2	5.5	15.5	2.2	1.9	1.7	115.7
Architecture and building	17.6	20.5	11.9	3.9	5.1	1.0	0.5	1.1	61.6
Agriculture, environmental and related studies	6.5	5.4	3.4	1.6	1.6	0.8	0.7	0.3	20.2
Health	9.2	13.3	4.8	2.4	4.2	0.6	0.5	0.5	35.5
Education	5.8	16.7	9.4	2.5	4.0	0.6	0.8	0.8	40.5
Management and commerce	29.6	19.1	15.7	4.2	8.6	2.9	1.8	1.8	83.8
Society and culture	25.2	24.3	14.1	4.9	6.2	2.2	2.2	1.7	80.9
Creative arts	3.5	5.2	0.5	1.1	2.2	0.4	0.3	0.3	13.6
Food, hospitality and personal services	13.2	14.9	13.8	2.6	3.9	1.4	0.6	0.7	51.1
Mixed field programs	25.6	21.9	4.0	5.0	7.2	1.1	0.6	0.4	65.8
No field of education	32.5	6.7	0.5	2.6	-	1.6	1.0	0.1	45.0
<b>Type of accreditation</b>									
National training package qualifications	143.2	148.2	106.9	29.2	49.8	12.6	9.5	9.6	509.0
Nationally accredited courses	15.5	23.7	3.5	5.8	10.6	1.0	0.6	0.2	61.0
Higher level qualifications	-	0.2	0.0	0.1	0.0	-	-	0.0	0.3
Other programs	9.4	4.4	0.4	-	0.0	0.0	-	0.1	14.4
Skill sets – nationally and locally recognised	23.6	0.0	0.2	0.7	-	0.3	0.0	0.1	24.9
Subject only – no accreditation	9.0	6.7	0.2	1.8	-	1.3	1.0	-	20.1
<b>Total students</b>	<b>200.7</b>	<b>183.2</b>	<b>111.3</b>	<b>37.6</b>	<b>60.5</b>	<b>15.3</b>	<b>11.1</b>	<b>10.0</b>	<b>629.7</b>

A dash (-) represents a true zero figure, with no data reported in this category.

Refer to Explanatory notes on pages 15–17 for notes relevant to this table.

**Table 4 Government-funded students by major programs, January–March, 2015 and 2016 ('000)**

	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2015–16 per cent change
<b>AQF level</b>			
Diploma or higher	120.2	92.9	-22.7
Graduate diploma	0.1	0.1	1.0
Graduate certificate	0.1	0.1	**
Bachelor degree (Honours & Pass)	0.4	0.2	-44.4
Advanced diploma	11.3	10.1	-11.2
Associate degree	0.0	0.0	**
Diploma	108.2	82.4	-23.8
Certificate IV	122.8	101.4	-17.4
Certificate III	272.2	272.0	-0.1
Certificate II	72.5	71.2	-1.9
Certificate I	27.4	26.7	-2.5
<i>AQF sub-total</i>	615.1	564.2	-8.3
<b>Non-AQF level</b>			
Other recognised programs	22.5	36.3	61.1
Non-award programs	8.3	9.1	9.9
Subject only – no program	15.1	20.1	33.2
<i>Non-AQF sub-total</i>	45.9	65.5	42.8
<b>Field of education</b>			
Natural and physical sciences	4.9	4.1	-17.0
Information technology	14.9	11.9	-20.0
Engineering and related technologies	118.1	115.7	-2.1
Architecture and building	59.8	61.6	3.0
Agriculture, environmental and related studies	19.8	20.2	2.2
Health	36.9	35.5	-3.8
Education	38.6	40.5	4.9
Management and commerce	121.7	83.8	-31.1
Society and culture	93.5	80.9	-13.5
Creative arts	15.7	13.6	-13.1
Food, hospitality and personal services	49.9	51.1	2.3
Mixed field programs	60.8	65.8	8.2
No field of education	26.3	45.0	70.8
<b>Type of accreditation</b>			
National training package programs	559.5	509.0	-9.0
Nationally accredited programs	62.1	61.0	-1.8
Higher level programs	0.5	0.3	-38.9
Other programs	12.5	14.4	15.2
Skill set – nationally and locally recognised	11.3	24.9	121.0
Subject only – no accreditation	15.1	20.1	33.2
<b>Total students</b>	<b>661.0</b>	<b>629.7</b>	<b>-4.7</b>

\*\* Percentage change not calculated due to small base numbers.

A dash (-) represents a true zero figure, with no data reported in this category.

Refer to Explanatory notes on pages 15–17 for notes relevant to this table.

**Table 5 Government-funded students by training provider type and state or territory, January–March 2016 ('000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE and other government providers	168.8	72.4	40.6	24.5	40.6	8.8	7.5	8.0	371.2
Community education providers	8.5	16.5	1.4	1.3	0.8	-	-	-	28.4
Other registered providers	23.3	94.3	66.9	11.8	19.1	6.5	3.6	2.0	227.6
Students attending more than one provider type	-	-	2.3	-	0.1	-	-	-	2.5
<b>Total students</b>	<b>200.7</b>	<b>183.2</b>	<b>111.3</b>	<b>37.6</b>	<b>60.5</b>	<b>15.3</b>	<b>11.1</b>	<b>10.0</b>	<b>629.7</b>

A dash (-) represents a true zero figure, with no data reported in this category.

Refer to Explanatory notes on pages 15–17 for notes relevant to this table.

**Table 6 Government-funded students by training provider type, January–March 2015 and 2016 ('000)**

	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2015–16 per cent change
TAFE and other government providers	401.9	371.2	-7.6
Community education providers	28.2	28.4	1.0
Other registered providers	228.1	227.6	-0.2
Students attending more than one provider type	2.8	2.5	-11.2
<b>Total students</b>	<b>661.0</b>	<b>629.7</b>	<b>-4.7</b>

Refer to Explanatory notes on pages 15–17 for notes relevant to this table.

**Table 7 Provider type profile by state or territory, January–March 2016**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
TAFE	11	12	7	1	11	1	2	1	46
Other government providers	1	5	2	-	4	-	-	-	12
Community education providers	34	157	16	40	9	-	-	-	255
Other registered providers	319	336	522	138	201	107	74	59	1 349
<b>Total providers reporting</b>	<b>334</b>	<b>510</b>	<b>547</b>	<b>178</b>	<b>225</b>	<b>108</b>	<b>76</b>	<b>60</b>	<b>1 612</b>

A dash (-) represents a true zero figure, with no data reported in this category.

Refer to Explanatory notes on pages 15–17 for notes relevant to this table.

**Table 8 Provider type profile, January–March 2015 and 2016**

	Jan–Mar 2015	Jan–Mar 2016
TAFE	53	46
Other government providers	14	12
Community education providers	232	255
Other registered providers	1 299	1 349
<b>Total providers reporting</b>	<b>1 565</b>	<b>1 612</b>

Refer to Explanatory notes on pages 15–17 for notes relevant to this table.

**Table 9 Summaries of government-funded students and subjects, January–March, 2015 and 2016 ('000)**

	Jan–Mar 2015	Jan–Mar 2016	Jan–Mar 2015–16 per cent change
<b>Students</b>			
<b>Australia</b>	661.0	629.7	-4.7
New South Wales	224.3	200.7	-10.5
Victoria	211.1	183.2	-13.2
Queensland	104.1	111.3	6.9
South Australia	23.1	37.6	63.1
Western Australia	61.9	60.5	-2.2
Tasmania	17.4	15.3	-12.0
Northern Territory	9.7	11.1	14.7
Australian Capital Territory	9.4	10.0	6.0
<b>Subjects</b>			
<b>Australia</b>	4 814.3	4 760.0	-1.1
New South Wales	1 635.0	1 808.1	10.6
Victoria	1 590.6	1 277.0	-19.7
Queensland	846.0	852.9	0.8
South Australia	85.3	181.5	112.9
Western Australia	435.5	423.2	-2.8
Tasmania	115.7	104.0	-10.1
Northern Territory	47.7	54.1	13.4
Australian Capital Territory	58.5	59.2	1.2

Refer to Explanatory notes on pages 15–17 for notes relevant to this table.

## Terms

Information included in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the terms and definitions supporting document at <<http://www.ncver.edu.au/publications/2876.html>>.

**AQF (Australian Qualifications Framework)** is a nationally consistent framework of credentials offered in post-compulsory education and training that covers qualifications from certificate I through to a doctoral degree. For more details of the AQF, go to <<http://www.aqf.edu.au>>.

**Community education providers** have a primary focus on education and training for personal and community development.

**Credit transfer** refers to the granting of status or credit by an institution or training provider to students for subjects (modules or units of competency) completed at the same or other institution or training provider.

**End date reporting** counts the hours of delivery on the finalisation of an enrolment. Consequently, the hours for an enrolment associated with 'continuing studies' are shown only for the year in which the final outcome is reported.

**Enrolment** (module/subject) is the registration of a student at a training delivery location for the purpose of undertaking a module, unit of competency or subject.

**Full-time students** are those students whose program of study constitutes at least 75% of the normal full-time study load. The former Department of Education, Employment and Workplace Relations (DEEWR) previously defined a full-time study load as 720 contact hours in a year. Therefore, any student undertaking 540 hours or more is regarded as a full-time student.

**Full-year training equivalents (FYTEs)** measure the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of delivery (720 hours = 1 FYTE).

**Hours of delivery** for national reporting are the agreed hours for each subject and represent the hours of supervised training under a traditional delivery strategy. Agreed hours are calculated from the standard nominal hour values collected in the *Nominal hours* field in the *Enrolment* file.

**Locally accredited training** includes local courses and skill sets developed by training organisations, industry, enterprise, community education or professional bodies to meet an identified training need.

**Major program** relates to the highest qualification attempted by a student in the reporting year.

**Non award programs** are training programs that do not lead to a formal certification (e.g. AQF qualification) which denotes that the student has achieved learning outcomes or competencies stipulated in the course rules. Non-award programs are often developed where a training need cannot be met through the delivery of available nationally recognised programs and/or subjects.

**Off-the-job activity** for apprentices and trainees refers to training which takes place away from a person's job, usually off the premises (for example, at TAFE) but may be on the premises (for example, in a special training area).

**Other government providers** are government-owned and managed education facilities/organisations, other than TAFE, that deliver VET (for example, agricultural colleges and higher education institutes).

**Other recognised programs** may include junior secondary education (year 10), senior secondary education (years 11 and 12), statements of attainment, bridging and enabling courses, and other education not elsewhere classified.

**Other registered providers** include secondary schools, non-government enterprises, education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, and other registered training providers not elsewhere classified.

**Recognition of prior learning** is the acknowledgment of a person's skills and knowledge acquired previously through informal/formal training, experience in the workplace, voluntary work, and social or domestic activity. From 2012, this includes recognition of current competencies.

**Skill sets** are groupings of units of competency which are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement. They may be either a nationally recognised skill set, which are endorsed in a national training package, or a locally recognised skill set.

**Standard nominal hour values** are the notional hours for common subjects (units of competency/modules) delivered by training providers as collected in the *Nominal hours* field in the *Enrolment* file.

**State or territory** is the state or territory that administered the funding of the training activity.

**Students** are individuals who were enrolled in a subject or completed a qualification during the reporting period.

**Students attending more than one training provider type** is used when a student attends more than one training provider type (for example, TAFE and other government providers; community education providers and other registered providers).

**Training packages** are a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries. For more details of training packages, go to <<http://www.training.gov.au>>.

**Vocational education and training (VET)** is that education (excluding higher education) which gives people work-related knowledge and skills.

# Explanatory notes

## Scope

- 1 Information contained in this publication is, unless stated otherwise, derived from the National VET Provider Collection, which is compiled under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS). In 2014, Release 7.0 came into effect. For further information go to <<http://www.ncver.edu.au/avetmiss/21055.html>>.

The data are sourced from the administrative records held by the state training authorities and other relevant bodies. The tables provide information on VET delivery that covers the government-funded component of VET delivered by:

- TAFE institutes and other government VET providers
- universities
- community education providers
- other registered providers.

This publication does not cover the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate
- any activity where revenue was earned from another registered training organisation in terms of subcontracted, auspicing, partnership or similar arrangements.

## Scope matrix

	TAFE and other government providers*	Community education providers	Other registered providers
Commonwealth and state funding	✓	✓	✓
Domestic fee-for-service	✗	✗	✗
International fee-for-service	✗	✗	✗

\* Universities are reported as TAFE and other government providers.

- 2 In interpreting data within this publication, it should be noted that funding for government-funded training activity is set by jurisdictional policy. The extent of funding (full or any level of part subsidy) for training programs, skill sets or subjects is not nationally consistent across jurisdictions and may vary from time to time as funding for training priorities are amended by jurisdictions.

## Reporting derivations

- 3 *Government-funded students and courses* reports training activity according to the state or territory that administered the funding of that training. A number of scope derivations are applied to the data submitted to NCVER by the state training authorities to accommodate this reporting scope.

One of the other major derivations is reporting type. A classification table developed by NCVER – in consultation with the state training authorities – determines how government-funded training providers are reported. Using this classification, training delivered by a TAFE provider in its own jurisdiction is reported as being delivered by a TAFE provider. However, if the TAFE provider successfully contests funding contracts in other jurisdictions, then any training delivery is reported as being delivered by an ‘other registered provider’ in that jurisdiction.

In both New South Wales and South Australia, there are separate data submissions for adult and community education. Training submitted through these submitters are all reported as being delivered by community education providers (*Contestable funding – ACE*), irrespective of the actual training organisation type identifier of the training providers. A consequence of this approach is that in these two

states, a training provider that submits ACE and other activity may be reported as having two different training provider types.

## Changes to reporting scope derivations

### Scope change

- 4 From 2016, beginning with the *Government-funded students and courses – January to March 2016* publication, all fee-for-service activity from TAFE and other government providers has been excluded from the scope of government-funded activity. The revised reporting scope has been applied to the January to March 2015 data.
- 5 No fee-for-service activity is reported in *Government-funded students and courses – January to March 2016*, but will be reported in *Total VET students and courses 2016* to be released in 2017.

## Data quality and comparability issues

### National reporting

- 6 Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported at the non-AQF level.
- 7 Some fields of education are reported as blank because they are associated with 'Subject only enrolments – no program', 'Skill sets – no program' or are 'Missing data'.

### New South Wales

- 8 NSW Workplace Training did not submit training activity data for the first three quarters of 2015 or January to March 2016. However, they did submit data for the January to December 2015 Collection.
- 9 The Board of Studies, Teaching and Educational Standards NSW submitted data to the National VET Provider Collection for the first time in the January to December 2015 collection. These data are VET in Schools activity that falls outside the scope of the National VET in Schools Collection (that is, does not contribute towards a student's senior secondary school certificate). They did not submit data in the January to March 2016 collection.
- 10 In New South Wales, some data for the TAFE NSW institutes were incorrectly reported in the January to March 2015 data submission. Data were subsequently corrected in the January to June 2015 data submissions, but impact the comparisons that can be made between the first three months of 2015 and the first three months of 2016, particularly figures relating to per cent change.

### South Australia

- 11 The SA VISA (VET in Schools assessed by TAFE) did not submit training activity data for the first three quarters of 2015 or January to March 2016. However, they did submit data for the January to December 2015 Collection.
- 12 In South Australia there appears to have been a delay in the reporting of data for the January to March 2015 period, as only 25.9% of South Australia's annual data was reported in the first quarter, compared with 49.3% nationally. This delay may be attributable to the introduction of the Unique Student Identifier (USI) and training providers being more cautious in their reporting. Consequently, the 63.1% increase in South Australia's training activity between January to March 2015 and the corresponding period in 2016 is likely to be an arbitrary increase that will not be sustained in future reporting.

## Training packages

- 13 The coverage of training packages is constantly changing as new training packages are developed and existing training packages are reviewed, to meet emerging requirements across industries.
- 14 For students enrolled in more than one qualification, the parent training packages are allocated by their highest (major) qualification level.



## Qualifications

- 15 For consistency of reporting, senior secondary education is excluded from AQF qualifications. It has been included as part of 'Other recognised courses' in the non-AQF qualifications grouping. Other recognised courses also includes foundation, bridging and enabling courses plus other courses that do not lead to a qualification under the AQF.

## Training provider profile

- 16 There have been reductions in the number of TAFE providers reported in Queensland, Victoria and Western Australia due to the implementation of reform measures in those jurisdictions.
- 17 Data for the training provider profile is extracted by the training organisation identifier used in data submission. This represents the number of training providers reporting in the National VET Provider Collection where the data was within publication scope. Training providers submit via state training authorities as part of their funding agreement. Consequently, some training providers may be reported in more than one state/territory. In New South Wales and South Australia, some training providers may be reported both as a 'Community education provider' and 'Other registered provider'. However, they are only reported once in the training provider profile.
- 18 Distinct number of training providers is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore they are counted in each state/territory figures, but only counted once in the total.

## 'Not known' information

- 19 Data reported in the National VET Provider Collection as 'Not known' are reported for the following reasons:
- information was not collected
  - a student has not responded to a question on the enrolment form
  - invalid information was supplied.

Caution should be taken when using data with a large number of 'Not known' responses. The extent of 'Not known' data for some student characteristics is illustrated in the table below.

Proportion of students (%) with 'Not known' data	2015 Jan–Mar	2016 Jan–Mar
Indigenous status	2.8	3.4
Disability status	5.3	6.2
Non-English speaking background	5.8	8.1



**National Centre for Vocational Education Research Ltd**

Level 11, 33 King William Street, Adelaide SA 5000  
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

**Phone** +61 8 8230 8400 **Fax** +61 8 8212 3436

**Email** [ncver@ncver.edu.au](mailto:ncver@ncver.edu.au) **Web** [<http://www.ncver.edu.au>](http://www.ncver.edu.au)

**Follow us:**  [<http://twitter.com/ncver>](http://twitter.com/ncver)  [<http://www.linkedin.com/company/ncver>](http://www.linkedin.com/company/ncver)